



Stafford Township School District

English Language Arts Curriculum Grade K Writing

Adopted: 08/17/2017

Updated: 01/06/2020, 09/12/2022 (revised 2020 NJSL Interdisciplinary Standards)

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: How Writers Work	Duration: 20 days (October)
Standards	
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">Print many upper- and lowercase letters.</p> <p style="padding-left: 40px;">Use frequently occurring nouns and verbs.</p> <p style="padding-left: 40px;">Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p style="padding-left: 40px;">Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p style="padding-left: 40px;">Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p style="padding-left: 40px;">Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p style="padding-left: 40px;">Recognize and name end punctuation.</p>	

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections Social Studies Standards

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Computer Science and Design Thinking Standards

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Writers have rituals and routines and tools they use when they write. ● Writers use detailed pictures and words to tell stories. ● Writer’s use inspiration and purpose in their writing 	<ul style="list-style-type: none"> ● What do good writers do? ● What tools does a writer use? ● What do writers write about? ● How can writers use words and illustrations to tell a story?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> ● Students will pretend to be the teacher and teach their peers the correct procedures for turning and talking. ● Students will illustrate their weekend in pictures and words, being sure to demonstrate understanding of details. ● Students will share the ways to write independently and what a good writer “looks like”. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Student Performance Checklist ● Observation ● Conferencing ● Small Group Instruction - Anecdotal notes ● Pre-Assessment ● Writing Interest Inventory ● Writing Interviews ● Questioning ● Conversation- Turn & Talk/Share ● Reviewing student work ● Writing Journals/Folders ● Appendix Pages <p>Summative</p> <ul style="list-style-type: none"> ● Published Work ● Rubrics ● Checklists ● Writing Portfolios ● Writing Benchmark <p>Benchmark</p> <ul style="list-style-type: none"> ● Writing Prompts
<p>Family Ties: Students interview parents/grandparents/family member to collect information to create a timeline of their lives. Students will then create a timeline with words and photographs to present and share with class.</p>	

	<ul style="list-style-type: none"> ● Foundations Assessments <p>Alternative</p> <ul style="list-style-type: none"> ● Modified Rubrics ● Student Friendly Rubrics ● Modified Graphic Organizers ● Untimed Writing Prompts ● Student Friendly Writer’s Notebook Rubric ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content	Skills
<p><i>Establishing the Writing Environment</i></p> <ul style="list-style-type: none"> ● Establish a meeting area and materials necessary ● Anchor Chart about what good writers do and think ● Work expectations ● Partner Sharing expectations <p><i>Model Mini Lessons - 5 -15 minutes</i></p> <ul style="list-style-type: none"> ● writing words by stretching out and sounding out ● draw pictures to express ideas ● adding details 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Use writing tools appropriately ● Sustain their writing time and work independently ● Understand the reasons why they write ● Explore what inspires writers to write ● Share their thoughts and ideas ● Demonstrate that writing has meaning by using pictures, letters, and words to convey ideas ● Write for a specific audience and purpose ● Use a combination of drawing, dictating and writing to tell a story ● Add details to picture or writing

<ul style="list-style-type: none"> • how to write sentences, using capital letters • how to write complete sentences • story structure - beginning, middle, end <p><i>Shared writing experiences</i></p> <ul style="list-style-type: none"> • group stories, input from stories • create a shared writing piece to model for use during mini lesson <p><i>Student sharing experiences through storytelling</i></p> <ul style="list-style-type: none"> • students share aloud • can incorporate show and tell <p><i>Small group for strategies and skills (based on formative assessments)</i></p> <ul style="list-style-type: none"> • writing letters • adding details • expressing ideas • grammar <p><i>Grammar Unit:</i></p> <ul style="list-style-type: none"> • Text Layout Lessons • Capitalization Lessons 	<ul style="list-style-type: none"> • Write or dictate to describe familiar persons, places, or experiences • Begin to use organizational structures (beginning, middle, and ending) • Use left-to-right pattern of writing • Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters • Use digital tools to produce and publish writing • Reread and reflect on their work to determine which idea they want to focus on, develop further, and publish • Celebrate their writing with their writing community
Literature	
<i>Library Mouse</i> by Kirk	
Instructional Plan	
Suggested Activities	Resources
Working in groups, students will use dictating, drawing, and writing to tell about an event and provide a reaction to an event of their choice.	Mentor texts

<p>Author Study- Students will create an author poster including picture of author and cover of book that interested them.</p>	<p>Mentor Texts Construction Paper and tools listed above.</p>
<p>Substitute Appendix page 45 “My Favorite Thing to Do” (Generating Ideas III). Students will create a group poster titled “Our Favorite Things to Do”.</p>	<p>Poster Paper and tools listed above.</p>
<p>Students will share their writing with others and determine if they need to add more detail to their piece.</p>	<p>Mentor texts; student writing</p>
<p>Let’s Celebrate Together- Create classroom “Writing Gallery” (Optional- Use hallway bulletin boards for more viewing.) Hold “Gallery Walk” for students. Have students stand with published piece for Q & A.</p>	<p>Bulletin Boards & Published Pieces.</p>
<p>Website Resources:</p>	
<ul style="list-style-type: none"> ● www.scholastic.com ● www.starfall.com 	
<p>Accommodations & Modifications</p>	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Take frequent breaks ● Allow extra time on assignments ● Use sentence starters ● Provide extra modeling ● Read directions orally ● Use an alarm to help with time management ● Mark texts with a highlighter ● Use simple graphic organizers 	
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Take frequent breaks ● Allow extra time on assignments ● Use sentence starters ● Provide extra modeling ● Read directions orally ● Use an alarm to help with time management ● Mark texts with a highlighter ● Use simple graphic organizers 	

<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Written response extension ● Reflection & Self-Assessment more frequently ● Teach higher order writing skills ● Encourage compositional risks
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide graphic organizers ● Use visuals and images ● Use labeling ● Allow extra time ● Provide a buddy ● Use picture dictionaries ● Provide assistance with brainstorming ideas ● Show sample student work
<p>Special Education /504 Plans</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or writing ● Work in a small group ● Read aloud texts above their independent reading levels ● Allow writing ideas to be given orally or dictated ● Provide manipulatives ● Allow ideas to be verbalized prior to writing ● Provide a variety of paper choices ● Work with partner ● Follow all IEP modifications/504 plan ● Provide personalized anchor charts
<p>Students At Risk Of School Failure</p> <ul style="list-style-type: none"> ● Provide Peer Tutoring ● Multisensory Instruction (ex. write sight words in sand trays) ● Use Audio Books ● Allow Extra Time To Complete Assignments Or Tests ● Work In A Small Group ● One On One Instruction

Unit 2: List and Label Books	Duration: 30 days (November-January)
Standards	
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">D. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 40px;">Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p style="padding-left: 40px;">B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p style="padding-left: 40px;">Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 40px;">Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p style="padding-left: 80px;">E. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	

**Interdisciplinary Connections
Social Studies Standards**

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Career Readiness, Life Literacies and Key Skills

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings

Essential Questions

<ul style="list-style-type: none"> ● Writers share information about a topic ● Writers write for various reason and purposes ● Writers use details to enhance their writing 	<ul style="list-style-type: none"> ● Why do writers write? ● How do writers select and tell about a topic? ● How do writers use details to make their writing more interesting?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>Students will pretend they are creating a YouTube Kids video to share information about a topic. Student will choose a topic of their choice and teach their audience at least three important details about their topic.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student Performance Checklist ● Observation ● Conferencing ● Small Group Instruction - Anecdotal notes ● Pre-Assessment ● Writing Interest Inventory ● Writing Interviews ● Questioning ● Conversation- Turn & Talk/Share ● Reviewing student work ● Writing Journals/Folders ● Appendix Pages ● <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Published Work ● Rubrics ● Checklist ● Writing Portfolio <p>Benchmark</p> <ul style="list-style-type: none"> ● Writing Prompts ● Foundations Assessments <p>Alternative</p> <ul style="list-style-type: none"> ● Modified Rubrics ● Student Friendly Rubrics ● Modified Graphic Organizers ● Untimed Writing Prompts
<p>One Day in the Life: Students learn about the lives of others and they share their daily life. Students list three facts about a career of choice. Students dress up and present their career to class.</p>	

	<ul style="list-style-type: none"> ● Student Friendly Writer’s Notebook Rubric ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations Based Spelling Assessments and Classwork ● Writing Work Sample
Knowledge and Skills	
Content:	Skills
<p><i>Model mini lessons - 5 -15 minutes</i></p> <ul style="list-style-type: none"> ● <i>how to write sentences, using capital letters</i> ● <i>how to write complete sentences</i> ● <i>writing words by stretching out and sounding out</i> ● <i>draw pictures to express ideas</i> ● <i>adding details</i> ● <i>brainstorming finding ideas using different types of graphic organizers</i> ● <i>research</i> <p><i>Shared writing experiences</i></p> <ul style="list-style-type: none"> ● group stories, input from stories ● create a shared writing piece to model for use during mini-lessons <p><i>Student sharing experiences through storytelling</i></p> <ul style="list-style-type: none"> ● students share aloud ● can incorporate show and tell <p><i>Small group for strategies and skills (based on formative assessments)</i></p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Spell independently using the sounds of letters of the alphabet ● Discover and name the features of a list and label book ● Focus on a topic and provide information about it ● Add details to their pictures and words when revising ● Share their work with others ● Respond to questions with clear and coherent statements ● Edit and publish a list and label book to share with an audience

<ul style="list-style-type: none"> ● writing letters ● adding details ● gathering information ● grammar <p>Grammar Unit:</p> <ul style="list-style-type: none"> ● Punctuation Lessons ● Parts of Speech/Nouns 	
Literature	
<p>Biggest, Strongest, Fastest by Jenkins <i>Fish Eyes</i> by Ehler <i>Reading Makes You Feel Good</i> by Parr</p>	
Instructional Plan	
Suggested Activities	Resources
<p>With support from the teacher the students will create an author Study Poster (Bill Martin Jr.).</p>	<p>Construction Paper, Pens, pencils, highlighters, crayons, markers, writing paper, sticky notes, and stapler.</p>
<p>Students will Act Out Fairy Tales with Repeating Phrases. (Ex. Three Billy Goats Gruff & Goldilocks).</p>	<p>Fairy Tale stories & Props.</p>
<p>Students will create a Writing Word Wall (On going) to use during writing practice.</p>	<p>Index cards and writing tools listed above.</p>
<p>Students will create a Class Mural following Generating Ideas IV.</p>	<p>Bulletin Board Paper & writing tools listed above.</p>
<p>Students will write a title that matches their illustrations and writing.</p>	<p>Mentor Texts; student writing</p>
<p>Let's Celebrate Together- Create classroom "Writing Gallery" (Optional- Use hallway bulletin boards for more viewing.) Hold "Gallery Walk" for students. Have students stand with published piece for Q & A.</p>	<p>Bulletin Boards & Published Pieces.</p>
Website Resources:	
<ul style="list-style-type: none"> ● www.TurtleDiary.com ● www.Flocabulary.com 	

Accommodations & Modifications

Basic Skills

- Take frequent breaks
- Allow extra time on assignments
- Use sentence starters
- Provide extra modeling
- Read directions orally
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use simple graphic organizers

Economically Disadvantaged

- Take frequent breaks
- Allow extra time on assignments
- Use sentence starters
- Provide extra modeling
- Read directions orally
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use simple graphic organizers

Gifted and Talented

- Higher level questioning
- Written response extension
- Reflection & Self-Assessment more frequently
- Teach higher order writing skills
- Encourage compositional risks

English Language Learners

- Provide graphic organizers
- Use visuals and images
- Use labeling
- Allow extra time
- Provide a buddy
- Use picture dictionaries
- Provide assistance with brainstorming ideas
- Show sample student work

Students with IEPs

- Allow extra time to complete assignments or writing
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Provide manipulatives
- Allow ideas to be verbalized prior to writing
- Provide a variety of paper choices
- Work with partner
- Follow all IEP modifications
- Provide personalized anchor charts

Students with 504 plans

- Allow extra time to complete assignments or writing
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Provide manipulatives
- Allow ideas to be verbalized prior to writing
- Provide a variety of paper choices
- Work with partner
- Follow all IEP modifications
- Provide personalized anchor charts

Students At Risk Of School Failure

- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 3: Functional Writing	Duration: 30 days (February-April)
Standards	
<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">F. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">G. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p style="padding-left: 40px;">Recognize and name end punctuation.</p> <p style="padding-left: 40px;">Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="padding-left: 40px;">Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p style="padding-left: 40px;">B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 40px;">C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections Social Studies Standards

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<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Writers recognize writing around us everyday ● Writers have purpose when they write and an audience in mind ● Writers express their opinions and give reasons 	<ul style="list-style-type: none"> ● Where do we see writing around us? ● Why do writers write? ● How do writers use personal opinions to persuade an audience?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student Performance Checklist ● Observation ● Conferencing ● Small Group Instruction - Anecdotal notes ● Pre-Assessment ● Writing Interest Inventory ● Writing Interviews ● Questioning ● Conversation- Turn & Talk/Share ● Reviewing student work ● Writing Journals/Folders ● Appendix Pages <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Published Work ● Rubrics ● Checklist ● Writing Portfolio <p>Benchmark</p> <ul style="list-style-type: none"> ● Writing Prompts
<p>Cool with School Rules: Students create a rule, in groups, for a specific location of the school. The students will create a poster identifying their rule and the reasons it should be a rule. The students will then share the poster with classmates. Finished with a vote on if the rule should be kept or not.</p> <p>Letter to the Mayor: Write a letter to the mayor of your town about something you want to see changed at the local park. Include reasons to support your opinion.</p>	

	<ul style="list-style-type: none"> ● Foundations Assessments <p>Alternative</p> <ul style="list-style-type: none"> ● Modified Rubrics ● Student Friendly Rubrics ● Modified Graphic Organizers ● Untimed Writing Prompts ● Student Friendly Writer’s Notebook Rubric ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content:	Skills: Students will be able to ...
<p><i>Model Mini Lessons - 5 -15 minutes</i></p> <ul style="list-style-type: none"> ● how to write sentences, using capital letters ● how to write complete sentences ● writing words by stretching out and sounding out ● generating opinion topics ● stating an opinion ● supporting with details/facts <p><i>Shared writing experiences</i></p> <ul style="list-style-type: none"> ● group stories, input from stories ● create a shared writing piece to model for use during mini lesson ● collaborative research opportunities 	<ul style="list-style-type: none"> ● Identify different types of functional writing ● Recognize that all writing involves purpose and an audience ● Recognize and appreciate the functional writing in the world around us ● Students will use a combination of drawing, dictating and writing to create various types of functional writing such as lists, letters, labels, maps, postcards, advertisements and signs. ● Students will be able to publish a persuasive letter in which they state an opinion about a topic and give supporting reasons. ● Identify the parts of a friendly letter ● Understand the meaning of persuasion

<p><i>Student sharing experiences through storytelling</i></p> <ul style="list-style-type: none"> ● students share aloud ● provide verbal opinions about topics <p><i>Small group for strategies and skills (based on formative assessments)</i></p> <ul style="list-style-type: none"> ● writing letters ● expression opinions ● grammar <p><i>Grammar Unit</i></p> <ul style="list-style-type: none"> ● Parts of Speech, Verbs ● Sentence Structure ● Clarity Lessons 	<ul style="list-style-type: none"> ● Publish a persuasive letter in which they state an opinion about a topic and give reasons. ● Add details to writing ● Use digital tools to produce and publish writing ● Write many upper and lower-case letters
<p>Literature</p> <p><i>Don't Feed the Bear</i> by Kathleen Doherty <i>Don't Let the Pigeon Drive the Bus!</i> by Mo Williams</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Students create Writing Word Wall. (On going) Content based words to be used during independent writing.</p>	<p>Index cards and writing tools listed above.</p>
<p>School FUNctional Writing Scavenger Hunt within school.</p>	<p>Appendix 5 (page 40), Clipboards & pencils.</p>
<p>Students create Lunch Menu.</p>	<p>Optional-Use of Appendix 2 Page 55. Writing tools listed above.</p>
<p>Author Study Poster: Doreen Cronin</p>	<p>Poster Paper, writing tools listed above.</p>
<p>After a read-aloud, students will write a letter to a family member or friend expressing their feelings.</p>	<p>Mentor Text; <i>The Jolly Postman</i></p>
<p>Let's Celebrate Together- Create classroom "Writing Gallery" (Optional- Use hallway bulletin boards for more viewing.) Hold "Gallery Walk" for students. Have students stand with published piece for Q & A.</p>	<p>Bulletin Boards & Published Pieces.</p>
<p>Website Resources:</p>	
<ul style="list-style-type: none"> ● PBS Kids ● Fun English Games ● www.ABCYa.com ● www.Starfall.com 	

Accommodations & Modifications

Basic Skills

- Take frequent breaks
- Allow extra time on assignments
- Use sentence starters
- Provide extra modeling
- Read directions orally
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use simple graphic organizers

Economically Disadvantaged

- Take frequent breaks
- Allow extra time on assignments
- Use sentence starters
- Provide extra modeling
- Read directions orally
- Use an alarm to help with time management
- Mark texts with a highlighter
- Use simple graphic organizers

Gifted and Talented

- Higher level questioning
- Written response extension
- Reflection & Self-Assessment more frequently
- Teach higher order writing skills
- Encourage compositional risks

English Language Learners

- Provide graphic organizers
- Use visuals and images
- Use labeling
- Allow extra time
- Provide a buddy
- Use picture dictionaries
- Provide assistance with brainstorming ideas
- Show sample student work

Students with IEPs

- Allow extra time to complete assignments or writing
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Provide manipulatives
- Allow ideas to be verbalized prior to writing
- Provide a variety of paper choices
- Work with partner
- Follow all IEP modifications
- Provide personalized anchor charts

Students with 504 plans

- Allow extra time to complete assignments or writing
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Provide manipulatives
- Allow ideas to be verbalized prior to writing
- Provide a variety of paper choices
- Work with partner
- Follow all IEP modifications
- Provide personalized anchor charts

Students At Risk Of School Failure

- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Unit 4: Personal Narrative	Duration: 30 days (May – June)
Standards	
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">H. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">I. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p style="padding-left: 40px;">Recognize and name end punctuation.</p> <p style="padding-left: 40px;">Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p style="padding-left: 40px;">Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p style="padding-left: 40px;">B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 40px;">C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Interdisciplinary Connections Visual and Performing Arts Standards

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

Social Studies Standards

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)..

Computer Science & Design Thinking Standards

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

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<p>Career Readiness, Life Literacies and Key Skills</p>	
<p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>	
<p>Essential Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Writers use personal connections from a book to generate ideas for their own writing ● Writers write about their personal experiences ● Writers include a clear sequence and descriptive details in their writing. 	<ul style="list-style-type: none"> ● How do writers come up with ideas for stories? ● How do writers make their stories more clear and interesting?
<p>Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p>
<p>Students will pretend they write for a publishing company that prints children’s books. Students will write a personal story that includes a beginning, middle, and end. They will submit their story with vivid illustrations and details. It will include a catchy title and cover page.</p> <p>Students will make a poster about what makes a good personal narrative. They will include pictures and words to describe the information.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student Performance Checklist ● Observation ● Conferencing ● Small Group Instruction - Anecdotal notes ● Pre-Assessment ● Writing Interest Inventory ● Writing Interviews ● Questioning ● Conversation- Turn & Talk/Share ● Reviewing student work ● Writing Journals/Folders ● Appendix Pages <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Published Work ● Rubrics ● Checklist ● Writing Portfolio ● Writing Benchmark

	<p>Benchmark</p> <ul style="list-style-type: none"> ● Writing Prompts ● Foundations Assessments <p>Alternative</p> <ul style="list-style-type: none"> ● Modified Rubrics ● Student Friendly Rubrics ● Modified Graphic Organizers ● Untimed Writing Prompts ● Student Friendly Writer’s Notebook Rubric ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content:	Skills: Students will be able to ...
<p><i>Model mini-lessons (5-15 minutes)</i></p> <ul style="list-style-type: none"> ● sequence of events ● transition words ● revision/editing ● details ● uppercase / lowercase ● plural ● naming words ● action words ● complete sentences ● question words ● capitalization 	<ul style="list-style-type: none"> ● Make personal connections with the story characters, ideas, and themes presented ● Understand the feature structures of personal narrative writing. ● Write and draw about personal experiences in the order they occurred. ● Write a story that tells two or more appropriately sequenced events ● Include details about what happened ● Use words to signal event order ● Focus on a topic ● Provide closure

<ul style="list-style-type: none"> ● punctuation ● phonetic spelling <p><i>Shared writing experiences</i></p> <ul style="list-style-type: none"> ● group stories ● create a shared writing piece to model for use during mini-lessons <p><i>Student sharing experiences through storytelling</i></p> <ul style="list-style-type: none"> ● students share aloud <p><i>Small group for strategies and skills (based on formative assessments and anecdotal records)</i></p> <ul style="list-style-type: none"> ● writing letters ● adding details ● expressing ideas <p><i>Grammar Unit</i></p> <ul style="list-style-type: none"> ● Culminating Mini Lessons 	<ul style="list-style-type: none"> ● Understand their use of first-person point of view ● With assistance, use digital tools to produce and publish writing ● Write all lowercase and uppercase letters ● Use appropriate nouns, verbs, adjectives and prepositions ● Explore the use of transitional words ● Add personal voice to their personal narratives (speech bubbles, onomatopoeia, descriptive language, five senses, etc.) ● Select a story to focus on, develop, edit, and publish it.
Literature	
<i>Roller Coaster</i> by Frazee	
Instructional Plan	
Suggested Activities	Resources
Author Study Tomie DePaolo. Students will create author poster including picture of author and cover of book that interested them.	Construction Paper and tools listed above.
Student will create a Writing Word Wall. (On going)	Index cards and writing tools listed above.
Creation of a topic web and book by small groups (Generating Ideas IV)	Narrow the Topic web p. 56, writing paper, construction paper, writing tools listed above.
M.A.R.E. Class book (Assign animal per class).	Construction paper and writing tools listed above.

<p>Students will think of a special place where an important event occurred. Students will act out the important event that occurred using characters, story sequence, and the setting to help students visualize before writing. Students will make an illustration and write about what happened at that special place.</p>	<p>Exemplar student writing</p>
<p>Let's Celebrate Together- Create classroom "Writing Gallery" (Optional- Use hallway bulletin boards for more viewing.) Hold "Gallery Walk" for students. Have students stand with published piece for Q & A.</p>	<p>Bulletin Boards & Published Pieces.</p>
<p>Website Resources</p>	
<ul style="list-style-type: none"> ● www.StoryJumper.com ● www.Flocabulary.com 	
<p>Accommodations & Modifications</p>	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Take frequent breaks ● Allow extra time on assignments ● Use sentence starters ● Provide extra modeling ● Read directions orally ● Use an alarm to help with time management ● Mark texts with a highlighter ● Use simple graphic organizers 	
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Take frequent breaks ● Allow extra time on assignments ● Use sentence starters ● Provide extra modeling ● Read directions orally ● Use an alarm to help with time management ● Mark texts with a highlighter ● Use simple graphic organizers 	

<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Higher level questioning • Written response extension • Reflection & Self-Assessment more frequently • Teach higher order writing skills • Encourage compositional risks
<p>English Language Learners</p> <ul style="list-style-type: none"> • Provide graphic organizers • Use visuals and images • Use labeling • Allow extra time • Provide a buddy • Use picture dictionaries • Provide assistance with brainstorming ideas • Show sample student work
<p>Students with IEPs</p> <ul style="list-style-type: none"> • Allow extra time to complete assignments or writing • Work in a small group • Read aloud texts above their independent reading levels • Allow writing ideas to be given orally or dictated • Provide manipulatives • Allow ideas to be verbalized prior to writing • Provide a variety of paper choices • Work with partner • Follow all IEP modifications • Provide personalized anchor charts
<p>Students with 504 plans</p> <ul style="list-style-type: none"> • Allow extra time to complete assignments or writing • Work in a small group • Read aloud texts above their independent reading levels • Allow writing ideas to be given orally or dictated • Provide manipulatives • Allow ideas to be verbalized prior to writing • Provide a variety of paper choices

- Work with partner
- Follow all IEP modifications
- Provide personalized anchor charts

Students At Risk Of School Failure

- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction